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Ministry  
of  
Education  
OntarioHon. Thomas L. Wells  
Minister

## History Intermediate Division

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## Curriculum Ideas for Teachers

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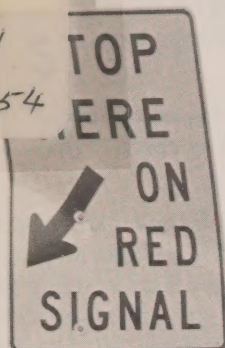
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This resource document was prepared in support of the Intermediate Division History guideline. "Government and Law in Canada" is a core content area in *Contemporary Canadian and World Concerns*. This document is intended to assist teachers in planning and implementing learning activities in this area for courses offered at difficulty levels 2 or 3 (vocational/occupational).

## Government and Law in Canada

A Unit for Students in Occupational and Vocational Education Programs

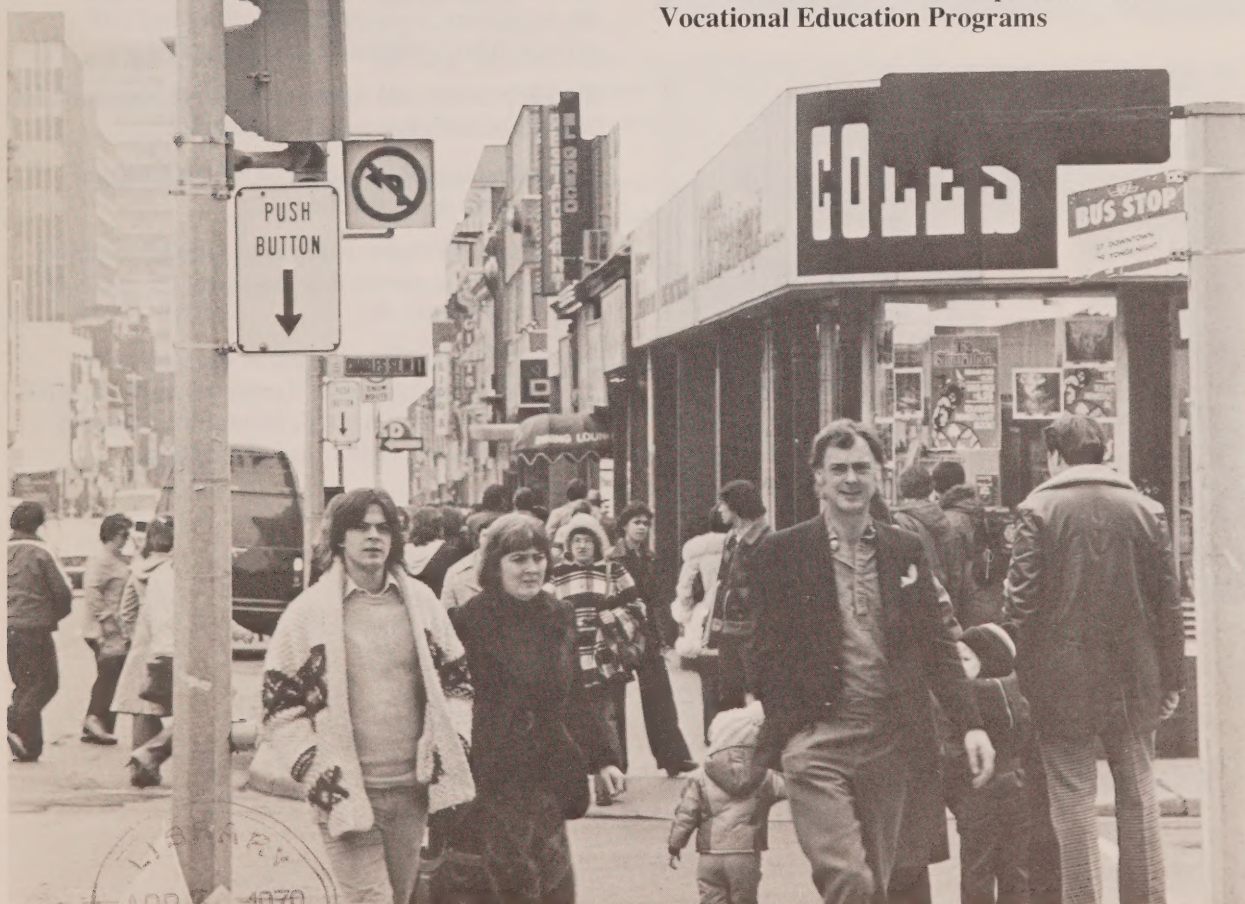
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CHARLES ST. W. 2

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## Statement of Intent

This unit suggests strategies and resources that will enable students to achieve the objectives stated for the study of "Government and Law in Canada" in *Contemporary Canadian and World Concerns*.

The unit begins by relating the concepts of law and government to the immediate experiences of the students. It then extends its examination of these ideas to the local, provincial, and federal levels. Strategies that are experiential and participatory, such as those suggested here, are strongly recommended in the teaching of this unit.



## Objectives

This unit will provide opportunities for students:

- a) to understand that people living in groups need some form of political structure and authority to provide order and to meet their needs;
- b) to understand that government in a democratic society attempts to provide a balance between the common good and the freedom and rights of individuals;
- c) to appreciate the need for balance between individual freedom and responsibility in our democratic society;
- d) to understand that personal and political positions and decisions are based on needs, values, beliefs, and traditions;
- e) to recognize that each person has a responsibility to participate in public life and can influence change, at the same time acknowledging that individuals are more likely to influence the decision-making process when working in groups than when working alone;
- f) to understand that three levels of government and international co-operation are needed to meet some of the differing needs of people in Canada and the world;
- g) to understand the structure, role, and function of the legislature, executive, judiciary, and civil service in our systems of government;
- h) to appreciate that rules and laws are important for individuals and for society as a whole;
- i) to understand the process by which laws and by-laws are made and changed;
- j) to recognize that existing laws require continual examination to ensure that they meet the needs of people in our society;
- k) to understand that inherent in our system of government are concepts of representation, responsibility, the common good, federalism, majority rule and minority rights, and citizenship.



## Suggested Strategies

Content	Strategies	Resources
LAW	Show the picture and have students identify evidence of laws and government activities.	— street scene (Appendix III)
<i>Key Questions</i>		
Are laws necessary?	a) Give the students an outline of the plot of <i>Lord of the Flies</i> . Have them speculate on what would happen if their own class were deserted on an island without adults. Then show the film to the class.	— the film <i>Lord of the Flies</i>
How are laws made?	After the film, conduct a discussion on the question "Is Law Necessary?"	
How are laws enforced?		
Should laws be obeyed?	b) Have students imagine a disaster in space. After answering the questions in the Appendix, they should consider the questions listed here in the content section in relation to the space disaster situation.	— simulation exercise "Disaster in Space" (Appendix I)
When do different kinds of laws conflict with each other?		
<i>Kinds of Laws</i>		
1) Informal Rules		
— family rules	a) Have students brainstorm for a list of family rules. Apply the "key questions" on law from the section above to family rules.	
	b) Have the class discuss a dilemma in which a parent has to break either a family rule or the law. Apply the key questions from the section above to family rules.	
— peer-group rules	a) Have students make up a list of peer-group rules and examine the concept of "cool". Apply the key questions to peer-group rules.	
	b) Have the class discuss a dilemma in which a student must decide whether to break a peer-group or a family rule.	— Appendix IV
— rules in sports	Have students speculate on the results of removing the referee from a team game (e.g., basketball, hockey, etc.). Apply the key questions from the above section to rules in sports.	
— school rules	a) Have the class compose a list of school rules that apply to activities in the classroom, the gym, the school grounds, etc. Apply the key questions to school rules.	
	<i>N.B.</i> Some rules are set by the school itself (e.g., "No shoes allowed in the gym"), while others are matters of law (e.g., attendance). This distinction can be used to introduce the following section on formal rules.	
	b) Note the regulations made under the Education Act, 1974, pertaining to the duties of students.	(Appendix VI)

Content	Strategies	Resources
2) Formal Rules		
a) legal areas likely to be relevant to the lives of the students: shoplifting, drug offences, breaking and entering, liquor offences, trespass, traffic violations	a) Conduct a formal study of these legal areas using textbooks and other print and non-print materials.  b) Have students make case studies in selected areas.	– texts, resource people (police, lawyers)
b) law enforcement: – individual rights vs. the rights of society	Have the class discuss hypothetical situations illustrating conflicts between the rights of the individual and the rights of society (e.g., smoking in a restaurant, riding a motorcycle without a muffler, a noisy party in an apartment building, a barking dog, etc.).	– OECA tapes (see Bibliography)
– the role of the police	Have the class discuss the role of the police.	– Community Relations Officers
GOVERNMENT		
1. The Need for Government	Have the class prepare a list of the services provided by the government. Discuss the question "Is Government Necessary?"	
2. Levels of Government	a) Have the class examine the local telephone book under the heading "governments" to discover: (i) the various levels of government; (ii) their responsibilities. Have the class discuss why there are three levels of government.  b) Provide a list of government powers and responsibilities. Have the class allocate them to municipal, provincial, and federal governments and discuss the reasons for their choices. Have the students compare their lists with the actual allocation.  c) Have the class role-play Macdonald's advisers at a constitutional conference and make recommendations regarding allocation of responsibilities to different levels of government.	
3. Structure of Government (executive, legislative, judicial, civil-service functions)	a) Have students identify these functions in the school's student government.  b) Prepare a list of local government officials. Have students examine their roles in a specific context (e.g., a case study of a decision made by local government).  c) Present an overview of the structure of the federal government and of the provincial government.	– class visits – resource people



Content	Strategies	Resources
4. Decision-Making		
a) personal decision-making	Have students fill out and discuss the questionnaire "Who Makes Decisions?"	– the questionnaire "Who Makes Decisions?" (Appendix V)
b) political decision-making in student government	Have the class discuss how the student government of the school could be improved and prepare and present the class recommendations to the council.	
c) political decision-making (municipal council, provincial Legislature, or federal Parliament)		– M.L.A.'s or M.P.'s circular seeking constituents' opinion on some specific issue  – <i>No Hyde Park on Arthur Street</i> (see Videotapes)
d) role of political parties	Use a film or videotape to analyse the role of political parties. Have students identify current political party leaders.	– <i>With Lis Jeffrey</i> (see Videotapes)

## Appendix I

### Disaster in Space

Travelling back to Earth after a visit to Mars, your spaceship developed engine trouble. After successfully repairing the engine from outside the ship, your captain lost contact with the ship and drifted off to die in space. There are five crew members on board ranging in age from 18 to 38 and in weight from 70 kg to 95 kg. It will take you 30 days to reach Earth. You have the following supplies:

- 1) a 15-day supply of food
- 2) a 20-day supply of water
- 3) a 25-day supply of oxygen
- 4) a 30-day supply of fuel.

#### Question:

What would you do in this situation?

#### Support Questions:

1. How would the decision-making process be conducted?
2. What decisions would need to be made?

3. How would you divide the supplies?
4. What rules would be necessary?
5. Would the rules apply equally to all crew members or would you make certain exceptions?
6. How would you enforce the rules?
7. Could you survive this voyage without rules?

## Appendix II

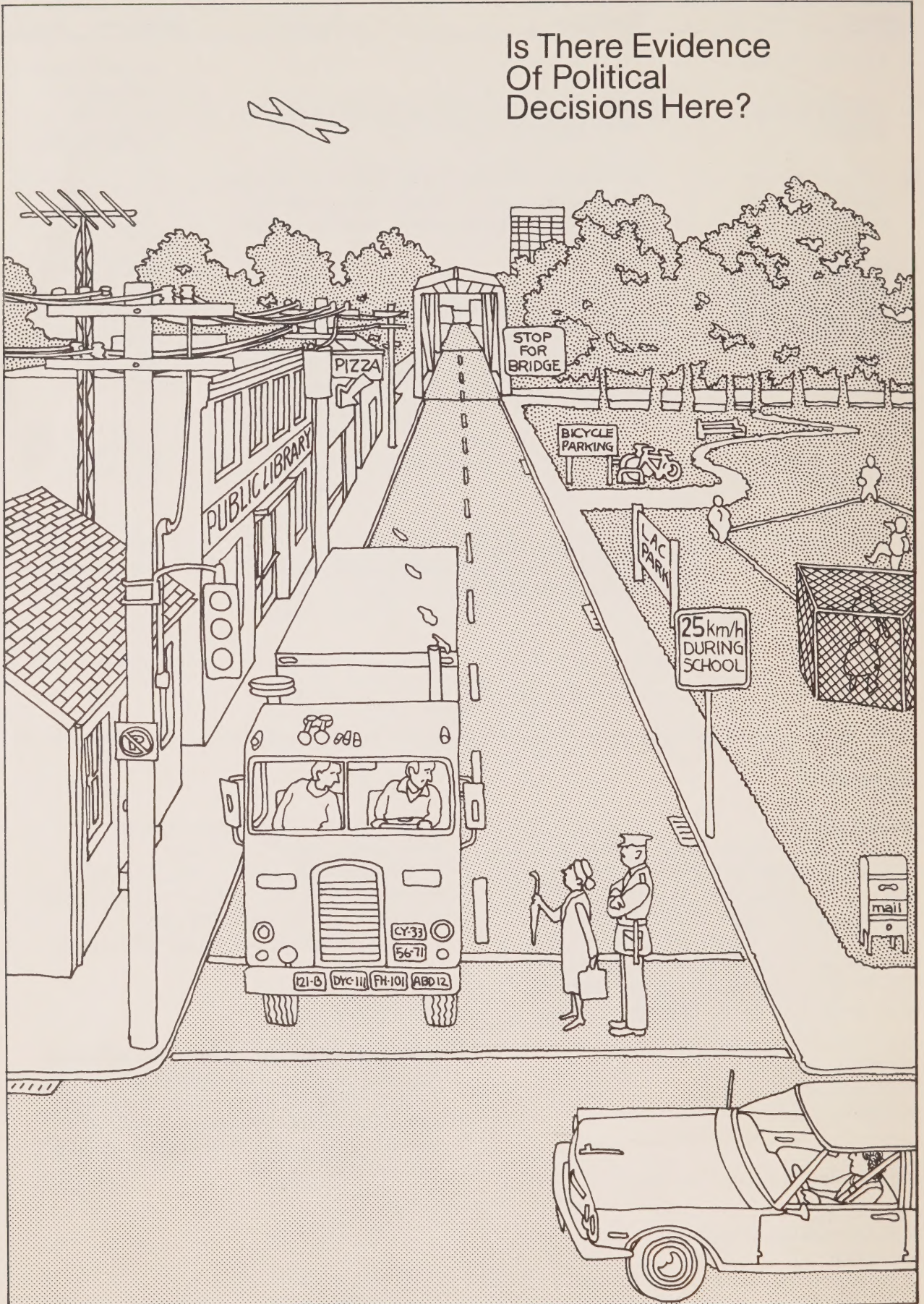
### Rules in Conflict: To Smoke or Not to Smoke

You are a fifteen-year-old student faced with the decision whether or not to smoke. Your parents forbid you to smoke, but all your friends do it. Which force is likely to be stronger in your life? Will you smoke or not?



## Appendix III

Is There Evidence  
Of Political  
Decisions Here?





## Appendix IV

### Parental Rules in Conflict With Peer Rules

You are a fourteen-year-old boy. Your parents have brought you up to believe that cleanliness is associated with good clothing, regular bathing, and short hair. These beliefs are an important part of your family's values. You love and respect your parents. Your new friends, however, disagree on the question of short hair. They all wear long hair and make you feel awkward in their presence. Your parents are inflexible on the question. Your friends are inflexible on the question. Whose influence will win out?

Can you think of any other situations in which parental rules are likely to conflict with peer rules?

## Appendix V

### Who Makes Decisions?

Students your age make many decisions every day. How many decisions do you make? To discover your decision-making rating, answer each of the following questions YES or NO.

1. Do you decide with whom you will associate after school? NO ☐ YES ☐
2. Do you decide what clothes to wear? NO ☐ YES ☐
3. Do you decide whether or not to pay attention to your teacher in class? NO ☐ YES ☐
4. Do you decide when to eat? NO ☐ YES ☐
5. Do you decide what you will buy with your own money? NO ☐ YES ☐
6. Do you decide what magazines you will read? NO ☐ YES ☐
7. Do you decide what time you will go to bed on school nights? NO ☐ YES ☐
8. Do you decide what time school starts in the morning? NO ☐ YES ☐
9. Do you decide whether you will smoke or drink at home? NO ☐ YES ☐
10. Do you decide what movies to see? NO ☐ YES ☐

Add up your decision-making score.

Total NO \_\_\_\_ YES \_\_\_\_

## Appendix VI

### Requirements for Pupils

1. A pupil shall,
  - a) attend classes punctually and regularly;
  - b) submit to such discipline as would be exercised by a kind, firm and judicious parent;
  - c) be neat and clean in his person and habits, diligent in his studies, courteous to his fellow pupils and obedient and respectful to the teachers; and
  - d) take such tests and examinations as are required by the Ministry.
2. When a pupil returns to school after an absence, his parent shall, orally or in writing as the principal requires, give the reason for the absence.
3. A pupil may temporarily retire from school at any time at the oral or written request of his parent and with the consent of the principal.
4. Where the principal believes that a pupil is making an unjustifiable use of the privilege of retiring from school, he shall promptly notify the board.
5. Every pupil is responsible to the principal for his conduct on the school premises or while travelling on a school bus that is owned by or under contract to the board. [Regulation – Elementary and Secondary Schools – General]

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- Greason, G.K., and King, R.C. *Canadian Democracy at Work*. 3rd ed. Toronto: Macmillan and Co., 1971. Illus.
- Levin, Malcolm, and Sylvester, Christine. *Rights of Youth*. Don Mills, Ont.: General Publishing Co., 1972.
- Lorimer, James. *The Real World of City Politics*. Toronto: James Lorimer, 1970.
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*A Citizen's Guide to Local Government in Ontario.*  
 Toronto: Queen's Printer, 1976. Illus.

Saywell, J., and Ricker, J. *How Are We Governed?*  
 Toronto: Clarke, Irwin, 1971. Illus. 185 pp.

Tooke, Moyra. *Politics Are People.* Toronto:  
 Griffin House, 1974. Illus.

### Films

*Lord of the Flies.* Lewis Allen, 1963. 16 mm, b/w,  
 91 min. Distributed by Marlin Motion Pictures.

### Videotapes

The Videotape Program Service (VIPS) makes  
 taped copies of OECA programs and programs  
 acquired from other sources available to educational  
 institutions in the Province of Ontario for non-  
 broadcast use.

The programs listed below have been developed  
 by OECA. The expiry date is given where  
 applicable.

Programs listed must be ordered on a VIPS order  
 form available from:

VIPS Order Desk/OECA  
 P.O. Box 200, Station Q  
 Toronto, Ontario  
 M4T 2T1

*Arrest and Detention.* BPN 001961. B/w, 20 min.  
 Expiry date: June 3, 1981.

For the average person, to be arrested by the police  
 and detained in a jail cell overnight is a traumatic  
 experience, both frightening and humiliating. This  
 program examines your rights as a citizen when you  
 are stopped, questioned, or arrested by the police.

*Behind Bars: For Better or for Worse.*  
 BPN 008234. B/w, 20 min. Expiry date: June 3,  
 1981.

The new emphasis on rehabilitation vs. the old  
 concept of punishment becomes the focus of  
 exploration at a training centre for boys.

*The Court That Works for the Child.* BPN 001960.  
 B/w, 20 min. Expiry date: June 3, 1981.

When a juvenile comes into conflict with the law,  
 he is treated in a very special way. This program  
 looks at the world of the juvenile court.

*The Court Where Justice Is Seen to Be Done.*  
 BPN 001963. B/w, 25 min. Expiry date: June 3,  
 1981.

The cameras follow a simulated court case, step by  
 step. The crown attorney, defence attorney, and  
 judge explain, in voice-over, what they are doing  
 and why.

*Do Our Laws Reflect the Changing Society?*  
 BPN 008237. B/w, 20 min. Expiry date: June 3,  
 1981.

An investigation of a range of attitudes and opinions  
 on the law and our changing society.

*Justice, Morality and the Reasonable Man.*  
 BPN 008236. B/w, 20 min. Expiry date: June 3,  
 1981.

Can *justice* be defined simply in terms of "giving  
 every man his due", or is there a multitude of  
 complex issues to consider in defining the concept?  
 Tradition, changing society, predictable laws, and  
 the role of the police are some of the factors that  
 must be considered.

*No Hyde Park on Arthur Street.* BPN 002247. B/w,  
 30 min. Unlimited.

Three students attend a session of the Port Arthur  
 (now Thunder Bay) City Council to present a  
 specific proposal and to learn about municipal  
 government's responsiveness to the people.

*A Question of Rights and Freedom.* BPN 008235.  
 B/w, 20 min. Expiry date: June 3, 1981.

Today, traditional standards of individual freedom  
 and rights are being questioned. Freedom of  
 speech, racial discrimination, and religious freedom  
 are some of the topics examined.

*Sentencing and Where We Go From There.*  
 BPN 001965. B/w, 20 min. Expiry date: June 3,  
 1981.

It is one thing to find a man guilty after a fair and  
 just trial; it is quite another to determine what to do  
 with or for him once he is found guilty.

*The Volunteer.* BPN 002251. B/w, 30 min.  
 Unlimited.

A case study that may enable the student to see how  
 his/her idealism can be translated into productive  
 activity.

*Who Will Be the Judge?* BPN 008233. B/w, 20 min.  
 Expiry date: June 3, 1978.

This program examines the problem of reaching a  
 judgement and shows the difficult roles of judge  
 and jury. The benefits of the jury system are also  
 discussed.